

Class:	Date : Sunday / /	Students total number:	Present:	Absent:
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Content/ widows	unit	Chapter/ theme	lesson	learning outcomes	activities	Teacher's Choices						
						Page number in Teacher Handbook	teaching strategies	Questions/modellind	digital resources	Differentiation/cases	Life skills	enrichment
Maths	who I am	3	27-26	:The pupils shall Participate in • calendar mathematics activities Count from 1 to 9 • Write numbers 1 to 9 • in the air Count objects to see • how many they are up to 9 Bitmap card design • for 9 Count from 1 to 10 • Use five-tires to • determine quantities from 1 to 10 Count objects to see • how many they are up to 10	Participation in the daily calendar Counting on fingers up to number 10 Write a familiar number between 1-10 in the air with the steps mentioned slowly and loudly but without mentioning the name of the number. Making five-tires for the number 9 and 10	152-146						
English	who I am	2	5	Objectives: To recognize the letter sound /m/ To find words with the /m/ sound To trace and copy the letter <i>m</i> Vocabulary: <i>mouth, mommy, milk, mug</i> Opener • Stand at the front of the class and touch your hair. Ask students what you're doing. Students say <i>Touch your hair!</i> Repeat for the other body parts. Closing • Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days. • Say <i>We learned about our body parts</i> <i>We traced letters</i>								
Arabic	من أكون	اسرتى	لاحظ واكتشف ٢-١	يُميز الصوت الاول للكلمة يُميز الصوت الاخير للكلمة	انطق واختر الصوت الاول انطق واختر الصوت الاخير	٤٥						

Teacher's self reflection	Exceeds expectation	blue	Meets expectations	Green	Sometimes meets expectations	Yellow	Below expectations	red

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Arabic	من أكون	أسرتي	لاحظ واكتشف من ٣-٤	يجمع الحروف ليكون كلمة يميز الصوتين الأول والآخر للكلمة يكتب حروفا عربية مراعي الاتجاهات الصحيحة	كون كلمة واكتبها اكتب الحرف الأول اكتب الحرف الأخير	46						
Maths	who I am	3	29-28	The pupils shall: •Participate in calendar mathematics activities • Count from ١ to ١٠ •Write the number ١٠ in the air •Count objects to see how many they are up to ١٠ •Demonstrate an understanding of the relationship between numbers and quantities •Write numbers from ١ to ١٠ in the air • Bitmap design for ١٠ •Categorize objects by shape, color, and size	Participation in the daily calendar Counting on fingers up to number ١٠ Let's celebrate the number ١٠ by designing an art project ١٠. We'll use something affordable for the design of ١٠. Our hands! Set up a pattern for the number ١٠ on your bitmap.	159-153						
Multidisciplinary	who I am	3 My school	6	The pupils shall: Identify school staff who help the community. Analyze the role of adults in school, and how they perform the necessary functions and tools while in school. Imagine the jobs that pupils might want to Its future existence, its manifestation.	Many individuals help us and .work at school Let's mention the name of the individuals who work at the .school and record it Each of these workers has its own tools that help him .perform the job Think about what can be used .to represent job performance On page ٣٩: Functions and tools in the disciple's book, you draw the tools necessary for workers to perform their .jobs Open the pupil's book on page ٤٠: My Future Career	١١٣-١١١						

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Multidisciplinary	who I am	3 My school	7	During this lesson, pupils do the following: Reflect on what they've learned by identifying favorite activities so far in the "Who I am" theme. Use ideas to create original song lyrics that are mounted on a well-known melody. Collaborate in singing songs about learning activities at school. Listen to others with respect.	Sing part of a simple song they sing at home. Students can sing in a way that Binary in case of feeling ashamed. Work with pupils to modify the lyrics of the well-known song to create lyrics that match the melody that describe learning and the school community.	117-114						
Arabic	من اكون	اسرتى	تقديم تكوينى لاحظ وتعلم	يميز العلاقة بين شكل الحرف وصوته يميز صوت الحرف فى اول واخر الكلمة يميز الصوت الاول للكلمة محددا حركة الحرف الاول يميز الصوت الاول للكلمة ويكتبه	استمع وولن الحرف المناسب استمع وارسم دائرة فى موضع الحرف فى الكلمة اقرأ ولون الصورة المناسبة انطق واكتب الحرف الاول	٤٨-٤٧						
physical education	who I am	١	مع الطبيعة	يمارس أنشطة التوازن مثل الوثب مع الجرى ثم الهبوط على القدمين الهبوط على قدم واحدة التوازن الثابت والمتحرك	رحلة الى الطبيعة المشى على الحبل نقطة المياه	٥٨-٥٦						

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Maths	who I am	3	30	During this lesson, pupils do the following: • Participate in calendar mathematics • Count from ١ to ١٠ •Count objects to see how many they are up to ١٠ •Demonstrate an understanding of the relationship between numbers and quantities	Participation in the daily calendar Counting on fingers up to number ١٠ Tower construction activity Create ١٠ small cards (٨ cm ٨ × cm) and write numbers from ١ to ١٠ on them.	165-160						
Multidisciplinary	who I am	3 My school	8	During this lesson, pupils do the following: Collaborate on drawing a detailed picture of the hall.	The teacher says the following: Each member of the group is responsible for drawing part of the hall. You will draw details that you can see in the side/part. What things do you see? And where are these things located? Open the textbook page No. ٤١	120-118						
Religious values	١	مراجعہ	فكر ولاحظ نشاط	يلون المواقف التي تدل على الحب بالاحمر والتي تدل على التاسمخ بالبرتقالى يرسم دائرة حول ادوات النظافة ومربعا حول الادوات التي يمكن ان يشاركها مع زملائه	لون صنف	51-49						
Multidisciplinary	who I am	3 My school	9	During this lesson, pupils do the following: Collaborate to draw locations in the school Compile drawings to create a large model of the school.	Let's read the names of places that we can see in .school Each of you will draw .one of the existing sites Open the pupil's book : Inside the ٤٢ on page .school Draw one of your favorite places within the school	122-121						

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English	1	٢	١+ play time +project	Objectives: To work on a project To present your face to the class Life skills: Critical thinking: Compare and contrast Vocabulary: eye, nose, hair, ear, mouth, hand, face Opener • Play a game of Teacher says (١) (Games Bank, page ٧٢) to practice eye, nose, hair, ear, mouth, hand and face Closing • Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days. • Say We made a face. We showed our friends our faces. We talked about them. Next we will see Adam and Dina at school.								
Arabic	من اكون	اسرى	العاب وامرح	يصف الاشياء والاماكن والاشخاص بالتفصيل	استمع وصل	٤٩						
Multidisciplinary	?Who am I	3 My school	10	During this lesson, pupils do the following: Submit their own pupils' forms, showing each What you do in this chapter. Provide positive feedback to their colleagues	Children's Business Show Invite a group at a time to share their form. Ask some questions to the group members such as: Where did you find it? ____? What details did you draw in ____? Who can you see in ____? Use this time to assess understanding Pupils for the locations in the school.	١٢٤-١٢٣						

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